While taking ENGL 7701, I have studied many current philosophies and theories of teaching English curriculum. I studied a range of theories popular in the current field of English education. The course took a multimodal approach to teaching in order to introduce us to multiple text types that we will be teaching. I studied YA literature through *Hunger Games*, the canonical text *Fahrenheit 451*, and a popular graphic novel *V for Vendetta*. I was tasked with analyzing the texts in great detail and creating lesson ideas that take a socio-cultural approach to teaching that engages students through active participation. This is done through active participation in group settings.

I also learned the importance of interdisciplinary learning and to apply the knowledge that different students bring to the classroom already as a tool. In one lesson I used video clips from the internet, poetry, and also spoken word to hit multiple disciplines that the students may find comfortable. In teaching the graphic novel, we were shown that this literary model has a much different feel than a short story or novel. This introduced the idea of scaffolding in preparation for ideas that might be new or unfamiliar to the students. I learned to attempt anticipation of learning gaps and disconnect between students and particular texts, and also how to adapt quickly in the event that a lesson is not working for particular students or classrooms.

Because of our multi-modal approach I feel prepared for teaching a variety of texts in the class and familiarized myself with popular literature as well. Having knowledge of the books students are reading is helpful in designing these plans because popular literature was shown in the course to be as applicable as the cannon in many cases. Students are more likely to be engaged in popular texts versus the cannon because it removes an element of difficulty and increases likelihood of student participation. I was taught to use YA literature as an additional avenue to drive the standards when unable to do so using the canonical texts. This is another way that I was taught to adapt to the demands and needs of the students and a way to increase readership in my future classroom. The lessons attached will show how I specifically approached the texts in lesson format.

These lessons show thought progression in a unit designed to assess student learning through multiple dimensions and an attempt to implement consistent group discussion in my classroom.